

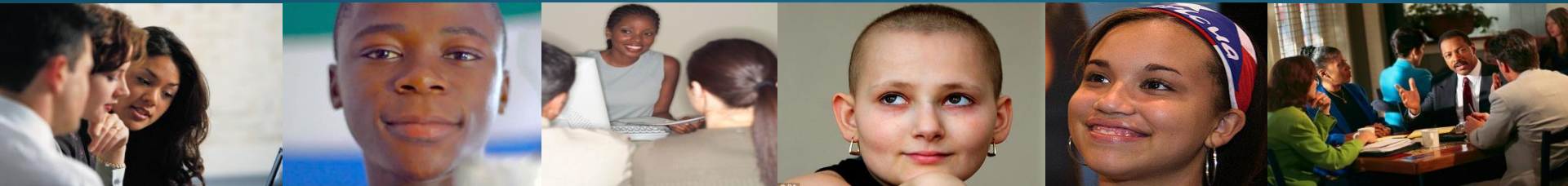
Every Child, Every Day Institute: Culturally Responsive & Sustaining Practices in the Classroom

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Great Lakes Equity Center

One of the ten regional EACs funded by the U.S. Department of Education under Title IV of the 1964 Civil Rights Act. The Great Lakes Equity Center provides assistance to state education agencies and public school districts in the areas of race, gender, and national origin equity.



Session Objectives



Define culturally responsive and sustaining asset-based pedagogies



Describe the characteristics of culturally responsive and sustaining classroom practices



Reflect on the supports necessary to employ culturally responsive and sustaining classroom pedagogies in everyday practice

Our commitments for engaging in courageous conversations

Stay engaged

Speak your truth

Experience discomfort

Expect and accept non-closure

(Singleton & Linton, p. 18 ,2006)

Marginalize

to put or keep (someone) in a powerless or unimportant position within a society or group

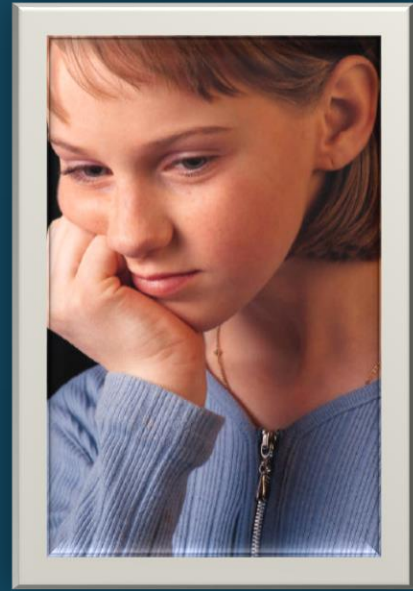
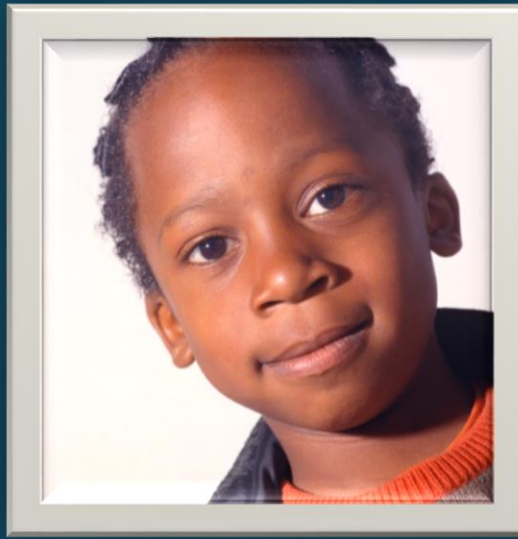
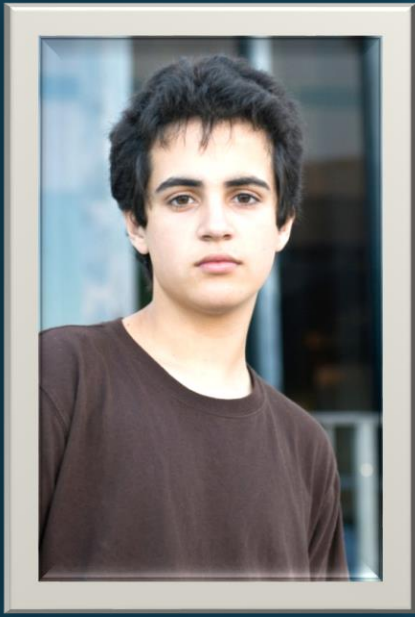
Merriam Webster, 2016

HAVING COURAGEOUS CONVERSATIONS



Turn to the person next to you, introduce yourself and discuss the following prompt:

- In what ways are students marginalized in the learning environment?



How do I know school is a place for me ... a place where I can achieve?

Can I be successful in school and still be me?

Do my teachers, principals and other adults in my school believe I can achieve to high standards? How do I know?



Equity is the vision!

**Culturally Responsive &
Sustaining Practice is the
Strategy.**

Educational Equity ...

when educational policies, practices, interactions, and resources, are **representative** of, constructed by, and responsive to all people such that each individual has **access** to, can **participate**, and make progress in high-quality learning experiences that empower them towards self-determination and reduces disparities in **outcomes** regardless of individual characteristics and cultural identities (Fraser, 2008; Great Lakes Equity Center, 2011)

How do inequities show up in schools?



A word cloud of educational inequities. The words are arranged in a roughly triangular shape, with 'Gender Bias' at the top right and 'Marginalization' at the bottom right. The words are in various colors: dark red, yellow, green, and orange. The words are: Gender Bias, Heteronormativity, Racial Erasure, linguicism, Deficit Perspectives, Classism, Ableism, and Marginalization.

Gender Bias
Heteronormativity
Racial Erasure
linguicism
Deficit Perspectives
Classism
Ableism
Marginalization

Centering equity

the overall **approach** one takes in delivering instruction, using curricular materials, making educational decisions, including student discipline; and interacting with students and their families.

the **lens** through which educators see their students and their students' learning.

the **filter** through which educators **listen** to how students express their needs and desires.

How do we define culturally responsive
and sustaining asset-based pedagogies

What is Culturally Responsive and Sustaining Pedagogy Anyway?

Culturally responsive and sustaining practices derive from asset pedagogies that promote academic achievement, cultural competence, preservation of heritage practices, and high outcomes for students and their communities (Ladson-Billings, 1995; Paris, 2012).



Students maintain “their community and heritage ways with language and other cultural practices in the process of gaining access to dominant ones” (Paris, 2012, p. 94).



Within-group and between-group cultural practices are promoted, along with explicit instruction on how to connect the two (Laing, 2013; Paris & Alim, 2014).



Educators, students, and communities work together to question and change an unjust status quo (Ladson-Billings, 1995, 2014; Paris, 2012).

RECALLING OUR DEFINITION OF EQUITY



Access



Representation



Meaningful Participation



Positive Outcomes

Relationship to Equity



Access

- Provides physical, cultural and linguistic access to curriculum



Representation

- Centers students' lived experiences and cultural histories in curriculum and in co-construction of knowledge

Relationship to Equity



Meaningful Participation

- Students are recognized as rich assets that contribute to the learning environment
- Students are empowered to have agency in their learning communities



Positive Outcomes

- There is a focus on students realizing achievement gains, but also social, cultural, and personal identity development

HAVING COURAGEOUS CONVERSATIONS




Individually

Think about an activity or lesson that you taught that reflected equity-centered instruction note in your participant packet.

In Pairs

Share your activity or lesson. Detail in what ways your lesson reflected one or more of the constructs of equity

What Are The Distinguishing Characteristics Of Culturally Responsive And Sustaining Classroom Practices ?



Gay (2000) defines culturally responsive teaching as using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them; it teaches to and through the strengths of these students.

Gay (2000) describes culturally responsive teaching as having these characteristics:

It acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.

It builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.

It uses a wide variety of instructional strategies.

It teaches students to know and praise their own and each others' cultural heritages.

It incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools (p. 29).

Key Culturally Responsive and Sustaining Classroom Practices



Appreciation and respect for diverse cultural experiences, histories and community practices are demonstrated in curricular content



New material is connected to students' lived experiences



Inclusive language is used in class discussion and materials



Students home/heritage languages are recognized, valued and used in the classroom

Key Culturally Responsive and Sustaining Classroom Practices



Information is presented from multiple points of view, centering the perspectives/stories from historically marginalized groups



There are meaningful interactions between school and community



Multiple methods of presenting content, engaging students and allowing students to demonstrate knowledge are used

Key Culturally Responsive and Sustaining Classroom Practices



Classroom community is inclusive



High expectations for student success are maintained



Equitable supports for student success are provided

Recognizing Culturally Responsive and Sustaining Pedagogy in Classrooms



Ms. Gillwaters, a 3rd grade English Language Arts Lesson in the LA Unified School District



Culturally Responsive and Sustaining Practices are also about empowering students to become critical agents of social change.



Explicitly communicate the assets of varied lived experiences, particularly those that have been historically marginalized (Ladson-Billings, 1995; Duncan-Andrade, 2007; Laing, 2013).



Assist students in developing an opposition to oppression (Stovall, 2006; Gay, 2010; Laing, 2013; Aronson & Laughter 2015).



Foster a value and commitment for students' lived experiences as well as knowledge of how to connect to and honor other lived experiences (Paris, 2012; Paris & Alim, 2014)



Seek out and facilitate participation by community members in the development of counter narratives (Perry, Steele, & Hilliard, 2003; Duncan-Andrade, 2007)

Recognizing Culturally Responsive and Sustaining Practices in the Classroom

Watch [the video](#) and respond to the following questions.



Identify examples of the culturally responsive and sustaining practices used in the video.

Why do you suppose the educator chose to use the practices you've identified?

WDPI Content Standard Social Studies Standard B - History: Time, Continuity, and Change: A Lesson About Immigration

- **Historical Eras and Themes**

- While studying Wisconsin history, students in **grades 4-12** will learn about:
 - the prehistory and the early history of Wisconsin's native people
 - early explorers, traders, and settlers to 1812
 - the transition from territory to statehood, 1787-1848

- **immigration and settlement**

- Wisconsin's role in the Civil War, 1860-1865
- mining, lumber, and agriculture
- La Follette and the Progressive Era, 1874-1914
- the world wars and conflicts
- prosperity, depression, industrialization, and urbanization
- Wisconsin's response to 20th century change

Two Lessons About Immigration: A Comparative Analysis



The Family Origin
Assignment

Ms. Callie's Fifth
Grade Class

The Family Origin Assignment

6th Grade Assignment

1. Where did your family immigrate from?
2. When did they immigrate?
3. Why did they immigrate?
4. Who did they immigrate with?
5. Did they know anybody here before they came?
6. What was life like when they first came here to live?
7. Do you still have family where they came from?
8. Why is it important to know your family history?

Name: _____

Family Origins

Paragraphs, you must include the answers to the following questions about your family. Write one paragraph for each side of your family.

Track your history all the way to when your family came here from another country or place. Write down the names of the people who came to you from as far back as you can go. Then, explain how your family came to live here. Answer the same questions.

Where did your family immigrate from? Africa

When did they immigrate? Whenever the slave owners had

Why did they immigrate? Because the whiteman want

Who did they immigrate with? Other slaves

Did they know anybody here before they came? No, because they were

What was life like when they first came here to live? horrible

Do you still have family where they came from? I don't know

Why is it important to know your family history? so that you know

Family: _____

Posted on the Southern Poverty Law Center website German Lopez on October 30, 2015



Tara

The Family Origin Assignment 5th Grade Assignment

Jenni



The Family Origin Assignment



1. Where did your family immigrate from? Ireland, Dublin.
2. When did they immigrate? Around the 1910s.
3. Why did they immigrate? For better work
4. Who did they immigrate with? Other families from Ireland.
5. Did they know anybody here before they came? Yes, other aunts and uncles that came some years before
6. What was life like when they first came here to live? Difficult, they had to move around a lot at first, but then they settled in Kentucky, some family members moved to Indiana.
7. Do you still have family where they came from? I have cousins but I have not met any of them.
8. Why is it important to know your family history? To know about your family heritage and customs

The Family Origin Assignment



1. Where did your family immigrate from? Africa.
2. When did they immigrate? Whenever the slave owners took them.
3. Why did they immigrate? Because the white man wanted free labor.
4. Who did they immigrate with? Other slaves.
5. Did they know anybody here before they came? No, because they were stolen.
6. What was life like when they first came here to live? Horrible.
7. Do you still have family where they came from? I don't know.
8. Why is it important to know your family history? So that you know traditions and family values.

CRSP: And Social Justice

- In this film, Callie, a fifth grade teacher, facilitates a discussion on how immigration policies have targeted different ethnic groups throughout American history. She uses a conceptual map to first enter the discussion, then divides the students into expert groups where they collaboratively draw upon text and media to then present details of their specific immigration policy, event, or consequence. These include the recent Arizona Senate Bill 1070, anti-Italian sentiment in New Orleans, the Chinese Exclusion Act, and one family's tribulation with deportation.

<https://www.youtube.com/watch?v=7JNqogu-eb4&feature=youtu.be>

CRSP: And Social Justice

Reflect on [the video](#) and respond to the following questions.



General impressions of Ms. Callie's Lesson

What characteristics of CRSP were reflected in Ms. Callie's lesson?

How did the lesson empower students towards social change?

Thinking about both videos, what challenges and opportunities can you anticipate in implementing lessons like these?

What are the supports necessary to employ culturally responsive and sustaining pedagogies in everyday practice?

What are the implications for



Group
Practice and
Professional
Learning



Family
Connections
and
Partnership



Curricular
and
Instructional
Materials

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